

**AN ERROR ANALYSIS ON STUDENTS ENGLISH PRONUNCIATION IN SPEECH
PERFORMANCE OF ETP STUDENTS IN MUHAMMADIYAH UNIVERSITY OF
SURAKARTA IN 2019/2020 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements for Getting the Bachelor Degree
of Education in English Department School of Teacher Training and Education**

By:

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA

2020

APPROVAL

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PUBLICATION ARTICLE

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Approved to be Examined by Consultant



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Accepted and Approved by the Board of Examiner
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TESTIMONY

Herewith, I testify in this publication article, there is no plagiarism from previous study which has been raised to obtain bachelor degree, nor there are opinions or masterpiece which have been written or published by others, except those which are referred in the manuscript and mentioned in the literary review and bibliography.

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Surakarta, September 04th 2020

The Researcher



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Abstrak

Penelitian ini bertujuan untuk menganalisis kesalahan pelafalan Bahasa Inggris dalam pidato yang dilakukan oleh mahasiswa English Tutorial Program (ETP) di Universitas Muhammadiyah Surakarta. Tujuan penelitian ini adalah untuk menemukan kesalahan pelafalan Bahasa Inggris mahasiswa, penyebab mahasiswa melakukan kesalahan pelafalan tersebut, dan memberikan saran untuk mengatasi permasalahan pelafalan Bahasa Inggris mahasiswa. Penelitian ini bersifat deskriptif kualitatif. Metode pengumpulan datanya adalah observasi, dokumentasi, rekaman, dan wawancara. Subjek penelitian ini adalah mahasiswa English Tutorial Program (ETP) di Universitas Muhammadiyah Surakarta. Hasil penelitian ini adalah: 1) Kesalahan pelafalan Bahasa Inggris Mahasiswa English Tutorial Program (ETP) masih tingkat tinggi, yaitu 70% kesalahan pelafalan, 2) Lima penyebab rendahnya kemampuan pelafalan mahasiswa adalah (a) mahasiswa tidak tertarik untuk belajar Bahasa Inggris, (b) mahasiswa tidak percaya diri berbicara Bahasa Inggris (c) mahasiswa bergantung pada tuutor Bahasa Inggris mereka sebagai otoritas, (d) kurangnya dukungan lingkungan bagi mahasiswa untuk berlatih berbicara Bahasa Inggris, (e) terbatasnya kesempatan belajar Bahasa Inggris diluar ruang kelas, 3) lima saran untuk mengatasi rendahnya kemampuan pelafalan Bahasa Inggris mahasiswa adalah (a) tumbuhkan rasa tertarik pada Bahasa Inggris, (b) naikan rasa percaya diri untuk berbicara Bahasa Inggris, (c) aktif secara mandiri mencari tahu pelafalan yang benar pada sebuah kata (d) temukan teman yang mau diajak berbicara Bahasa Inggris, (e) ikut pelatihan pelafalan Bahasa Inggris.

Kata kunci: kesalahan pelafalan, penampilan dalam berpidato bahasa Inggris.

Abstract

This study aims at analyzing English pronunciation errors in the speech performance made by ETP students in Muhammadiyah University of Surakarta. The purpose of this study is to describe students' English pronunciation errors, the causes of students' made pronunciation errors, and give the suggestions to overcome students' English pronunciation problems. This research is descriptive qualitative research. The methods of collecting data are observation, documentation, recording, and interviews. The subjects of this study are ETP students at the Muhammadiyah University of Surakarta. The results of this study are that: 1) ETP students' English pronunciation ability is still high level; it's about 70% pronunciation errors, 2) five causes of students' low pronunciation ability are (a) students are not interested to learn English, (b) students are not confident in speaking English, (c) students depend on their English teacher as authority, (d) lack of supportive environment for the students to practice English speaking, (e) limited opportunities to learn English outside the classroom, 3) five suggestions in overcoming the problem are (a) growing up interest in English, (b) increasing self-confidence to speak English, (c) being active independently to find out the correct pronunciation of a word (d) finding friends who want to speak English, and (e) joining English pronunciation training.

Keywords: pronunciation error, speech performance

1. INTRODUCTION

Speaking is the most important language skill. It has a relation with listening skill. When we speak, we should make a listener understand about our message. Wilson (1983: 5) has explained that speaking is a language skill used to develop relationships between listeners and speakers. Tarigan (1990:3-4) has explained that speaking is a language skill that is developed in childhood and formed by listening skill, and that is when speaking skills are learned. Similar with the pronunciation, we should have a good pronunciation in communication because one needs a correct pronunciation to make a good communication and pronunciation error leads to the misunderstanding in communication, moreover if the target language is not mastering many English vocabularies. It can be caused by the vocabulary received by the speaker can be different from the vocabulary given by the speaker just because of the pronunciation error. So, learning pronunciation is very important in communication because a better understanding of pronunciation leads to less confusion, especially during conversation.

Pronunciation is the most important aspect in speaking skill because error of pronunciation can lead a misunderstanding during conversation. The Oxford Advanced Learner's Dictionary explained that "pronunciation is the way in which language or a particular word or sounds is spoken". Then, according to Carrel&Tiffany (1960:4) pronunciation is about variety of sounds chosen in forming words. There are many students who have problems in understanding pronunciation. Ronald Carter and David Nunan (2001:56) revealed that the pronunciation error made by English learners from different language backgrounds leads to the systematic and not accidental, and according to them, substitution of sounds is the main problems in pronunciation error.

In this study, the researcher observes pronunciation errors made by ETP students and focuses on speech performance. Speech is talking about a topic in front of the audience. Speech is an expression of one's mind in the form of words and thoughts are expressed to many people (Mukoyimah 2017:319). In giving a speech, there is a process of transferring messages from the speaker to the audience. Yani (2017:70) has explained that speech as one form of spoken language. A good speech is a speech that is able to give a positive impact and a good impression on the listener, such as getting a new knowledge after listening to their speech. Besides, to get this result, the people who make a speech must be able to deliver their speech clearly so that the audience is able to understand it, and one of them is by mastering pronunciation. The researcher is interested in examining the pronunciation in speech because

English speech is one of the opportunities for students to speak English in public, especially for ETP students where they also got material about speech in ETP.

ETP is an abbreviation of English Tutorial Program. ETP is a compulsory program implemented by UMS for all students in semester 1-2. This program is a basic English learning program such as daily conversations, tenses, etc. which are held with the aim of producing UMS graduates who are able to compete in the work world with English skills. So, the researcher wants to know what the characteristics of pronunciation error made by ETP students in Muhammadiyah University of Surakarta (UMS) and also the causes of pronunciation errors for the purpose to get a solution to the problem of English pronunciation error made by ETP students in UMS.

2. METHOD

This research is descriptive qualitative research. The setting of this research is at English Tutorial Program in Muhammadiyah University of Surakarta. Because of the covid-19 pandemic, for the time being the program was held through online learning, so this research also was held through online. This research was conducted in 2019/2020 academic year with 9 participants coming from 3 ETP groups, for which the researcher took 3 students to become participants in this study. The object of study is the student's pronunciation error in speech performance made by ETP students in UMS. But, in analyzing pronunciation error, this research focuses on phoneme error. On the other hand, the researcher also finds out the causes of pronunciation error to get a solution of the error. In this study. The methods of this research are observation, documentation, recording, and interview. Here are some methods used by researcher to collect data:

- 2.1 The study was conducted according to the agreement between the researcher and the ETP tutor
- 2.2 The researcher conducts video call with ETP students to view their speech performance and records it.
- 2.3 After their performance, the researcher interviews the participants about problems that they faced in learning English especially in English pronunciation and also the problems that they faced during performed.
- 2.4 The researcher listens to an audio and looks at the speech scripts for the purpose to analyze or to find out the pronunciation error made by participants of speech contest.
- 2.5 The researcher writes every pronunciation error made by students for the purpose to make it easier to range data and analyze it

2.6 The researcher ranges the data.

2.7 The researcher analyzes the data

For the step of processing observation data, the researcher uses the theory from Brown (1994) about procedure of analyzing data. They are identifying the error and describing the error. Then in analyzing pronunciation error, the researcher uses the theory from Kelly (2001:2) about set of phonemes, they are diphthong, vowel, and consonant. In analyzing interview data to answer the problem statements 2 and 3, the researcher uses theory from Normazidah, koo, & Hazita (2012:42) about the causes of poor English proficiency.

3. FINDING AND DISCUSSION

The researcher divides research finding into three parts:

3.1 Student's English Pronunciation error made by ETP Students

Based on the Theory from Kelly, the research found many pronunciation errors made by ETP students. The following is a table that presents the results data of the pronunciation error made by ETP students in UMS.

Table 1. The Results Data of The Pronunciation Error Made by ETP Students in UMS

No	Vowels	Words	Wrong Pronunciation	Correct Pronunciation
1.	[ə]	condition	[kən'dɪʃn]	[kən'dɪʃn]
		hindrance	[ˈhɪndərəns]	[ˈhɪndrəns]
		occasion	[əʊ'keɪʃn] [ɒ'keɪʃn]	[ə'keɪʒn]
		advantage	[əd'væntɪdʒ]	[əd'væntɪdʒ]
		developing	[də'velɒpɪŋ]	[dɪ'veləpɪŋ]
		campus	[ˈkæmpʊs]	[ˈkæmpəs]
		opportunity	[ˌɒpə'tju:nɪti]	[ˌɒpə'tju:nəti], [ˌɑ:pər'tu:nəti]
		gentlemen	[ˈdʒentlmən]	[ˈdʒentlmən]
		apologize	[ə'pɒlədʒaɪz] [ˈʌ'pɒləgɪz]	[ə'pɒlədʒaɪz], [ə'pɑ:lədʒaɪz]
		experience	[ek'speriəns]	[ɪk'spɪriəns]
		allocating	[ˈələʊkeɪtɪŋ]	[ˈæləkəɪtɪŋ]
		either	[ˈi:ðe(r)]	[ˈaɪðə(r)], [ˈi:ðə(r)], [ˈi:ðər],

				['aɪðər]
		pressure	['preʃʊ(r)]	['preʃə(r)]
		support	[sʊ'pɔ:t]	[sə'pɔ:t], [sə'pɔ:rt]
		actually	['æktʃuəli]	['æktʃuəli]
		obtained	[ɒb'teɪnd] [əb'taɪnəd]	[əb'teɪnd]
		concerned	[kɒn'sɜ:(r)nd] [kɒn'sɜ:(r)nəd]	[kən'sɜ:(r)nd]
		technology	[tek'nɑ:lɒɡi]	[tek'nɒlədʒi], [tek'nɑ:lədʒi]
		compete	[kɔ:m'pi:t] [kɒm'pi:t] [kæm'pi:t]	[kəm'pi:t]
		difficulties	['dɪfɪkəltɪs] ['dɪfɪkəltɪs]	['dɪfɪkəltɪs]
		therefore	['ðerəfɔ:(r)]	['ðeəfɔ:(r)]
		quality	['kwɒləti]	['kwɒləti], ['kwa:ləti]
		prophet	['prɒpət]	['pra:fɪt], ['prɒfɪt]
		reduced	[rɪdʌsəd]	[rɪ'dju:sd], [rɪ'du:sd]
		intentionally	[ɪn'tensɪənəli]	[ɪn'tenʃənəli]
		adapting	[e'dæptɪŋ] [ʌ'dʌptɪŋ]	[ə'dæptɪŋ]
		surprising	[sʊ'praɪzɪŋ]	[sə'praɪzɪŋ]
		attention	[e'tenʃn]	[ə'tenʃn]
		brightness	['braɪtnɪ:s]	['braɪtnəs]
		must	[mʊst]	[məst], [mʌst]
2.	[ɪ]	delivered	[də'lɪvəd] [de'lɪvəd]	[dɪ'lɪvəd]
		distribute	['dɪstrɪbet]	[dɪ'strɪbjʊ:t], ['dɪstrɪbjʊ:t]
		experience	[ek'sperɪəns]	[ɪk'spɪəriəns]
		difficulties	['dɪfɪkəltɪs]	['dɪfɪkəltɪs]
		reduced	[re'du:s]	[rɪ'dju:sd], [rɪ'du:sd]
		developing	[də'velɒpɪŋ] [de'velɒpɪŋ]	[dɪ'velɒpɪŋ]

		hindrance	['hʌndrəns] ['haɪdrəns]	['hɪndrəns]
		prophet	['prɒpət] ['prɒpət] ['prɒpeɪt]	['pra:fɪt], ['prɒfɪt]
		advantage	[ed'vætən]	[əd'væntɪdʒ]
		especially	[e'speʃiəli]	[ɪ'speʃəli]
		enough	[ə'nʌg]	[ɪ'nʌf]
		given	[gɪvɪn]	[gɪvn]
		decide	[de'saɪn]	[dɪ'saɪd]
3.	[ʊ]	-	-	-
4.	[u:]	reduced	[rɪdʌsəd]	[rɪ'dju:sd], [rɪ'du:sd]
		distribute	['dɪstrɒbet]	[dɪ'strɪbjʊ:t], ['dɪstrɪbjʊ:t]
5.	[e]	said	[seɪd] [saɪd]	[sed]
		their	[ðɪ:r]	[ðeə(r)], [ðer]
		less	[lɪs] [li:s]	[les]
		well	[wɪl]	[wel]
		obtained	[əb'tenəd]	[əb'teɪnd]
		developing	[dɪ'vələpɪŋ]	[dɪ'veləpɪŋ]
		especially	[e'spi:ʃəli]	[ɪ'speʃəli]
		left	[li:ft]	[left]
		pressure	['prɪʃər]	['preʃə(r)]
6.	[i:]	greeting	['gretɪŋ]	['gri:tɪŋ]
		indonesia	[,ɪndə'neɪʒə],	[,ɪndə'ni:ʒə], [,ɪndə'ni:ziə]
		speech	[speɪʃ]	[spi:tʃ]
		even	['evn]	['i:vən]
		compete	[kəm'pleɪt]	[kəm'pi:t]
7.	[ɜ:]	concerned	[kən'ser(nd)]	[kən'sɜ:rnd], [kən'sɜ:nd]
		first	[frɜ:st]	[fɜ:st], [fɜ:rst]
		learn	[leə(r)n]	[lɜ:(r)n]
8.	[ɔ:]	abroad	[ə'breɪd]	[ə'brɔ:d]

		platform	['p(l)ə(t)f(ɔ:)ərm]	['plætʃ:(r)m]
9.	[ɑ:]	large	[ledʒ] [lerdʒ] [lendʒ] [lɜrdʒ]	[la:dʒ], [la:rdʒ]
10.	[æ]	programs	['prɒgrems] ['prəʊgrʌms]	['prəʊgræms]
		allocating	['ələkeɪtɪŋ]	['æləkeɪtɪŋ]
		campus	['kʌmpʊs]	['kæmpəs]
		advantage	[ed'vəteɪ]	[əd'væntɪdʒ]
		platform	['p(l)ə(t)f(ɔ:)ərm]	['plætʃ:(r)m]
		adapting	[ʌ'dʌptɪŋ]	[ə'dæptɪŋ]
		actually	[ʌ'ktʃʊəli]	['æktʃʊəli]
11	[ʌ]	government	['gʌvənmənt]	['gʌvənmənt], ['gʌvənəmənt]
		thus	[ðəʊs] [ðʊs] [ðəs] [ðu:s]	[ðʌs]
		funds	[fʌnds] [fɒnds]	[fʌnds]
		us	[es] [ɪs]	[ʌs]
		countries	['kaʊntrɪs] ['kɒntrɪs]	['kʌntrɪs]
		guidance	['gʊɪdʌns]	['gʌdnɪs]
		must	[mʊst]	[məst], [mʌst]
12.	[v]	-	-	-
No	Diphthongs	Words	Wrong Pronunciation	Correct Pronunciation
1.	[eɪ]	great	[grɪet] [grɪt] [gret]	[greɪt]

		facing	[ˈfesiŋ] [ˈfeɪsiŋ]	
		rate	[reɪt] [raɪt]	
		obtained	[əbˈten] [əbˈtaɪnd]	
		plays	[ples]	[pleɪs]
		mistakes	[mɪˈsteɪks]	[mɪˈsteɪks]
		gain	[geɪn]	[geɪn]
		nation	[ˈnaɪʃn]	[ˈneɪʃn]
		say	[saɪ]	[seɪ]
		able	[ˈæbl]	[ˈeɪbl]
2.	[ɔɪ]	-	-	-
3.	[aɪ]	guidance	[ˈgwaɪdns] [ˈgʊaɪdns]	[ˈgaɪdns]
		right	[raɪt]	[raɪt]
		online	[ˌɒnˈleɪn] [ˌɒnˈliːn]	[ˌɒnˈlaɪn], [ˌɑːnˈlaɪn]
		quite	[kwɪt]	[kwaɪt]
		behind	[brɪˈheɪnd] [brɪˈheɪnd]	[brɪˈhaɪnd]
		surprising	[səˈpraɪzɪŋ] [sʊˈpraɪzɪŋ]	[səˈpraɪzɪŋ]
		decide	[dɪˈseɪd] [deˈsaɪn]	[dɪˈsaɪd]
		apologize	[əˈpɒləɡaɪz]	[əˈpɒlədʒaɪz], [əˈpɑːlədʒaɪz]
		brightness	[ˈbraɪtnəs]	[ˈbraɪtnəs]
		outside	[ˌaʊtˈsaɪd]	[ˌaʊtˈsaɪd]
4.	[əʊ]	role	[rɒl]	[rəʊl]
		programs	[ˈprɒɡreɪms]	[ˈprəʊɡreɪms]
		know	[naʊ]	[nəʊ]
		holds	[hɒldz] [hɑːldz]	[həʊldz]
		amounts	[əˈmaʊnts]	[əˈmaʊnts]

		outside	[,ɒt'saɪd]	[,aʊt'saɪd]
5.	[ɪə]	experience	[ek'sperɪəns]	[ɪk'spɪəriəns], [ɪk'spɪəriəns]
		really	['raʊli]	['ri:əli], ['riəli]
		here	[heə]	[hɪə(r)]
6.	[ʊə]	-	-	-
7.	[eə]	-	-	-
8.	[aʊ]	out	[aʊə]	[aʊt]
No	Consonants	Words	Wrong Pronunciation	Correct Pronunciation
1.	[p]	-	-	-
2.	[b]	-	-	-
3.	[t]	brought	[brɔ:ɡ]	[brɔ:t]
		right	[reg]	[raɪt]
		advantage	[ed'væn(t)ɪdʒ]	[əd'væntɪdʒ]
		brightness	['brɪɡnəs]	['braɪtnəs]
		platform	['p(l)ə(t)fɔ:m]	['plætfɔ:(r)m]
		out	[aʊə]	[aʊt]
4.	[d]	obtained	[əb'ten(d)]	[əb'teɪnd]
		concerned	[kən'ser(n)d]	[kən'sɜ:rnd], [kən'sɜ:nd]
		decide	[de'saɪn]	[dɪ'saɪd]
5.	[k]	especially	[ɪk'speʃəli]	[ɪ'speʃəli]
		knowledge	['kɑ:nlɪdʒ]	['nɒlɪdʒ], ['nɑ:lɪdʒ]
		mistakes	[mɪ'steɪdʒ]	[mɪ'steɪks]
6.	[g]	-	-	-
7.	[tʃ]	which	[wɪθ]	[wɪtʃ]
		actually	['æktʃuəli]	['æktʃuəli]
		catch	[kæt]	[kætʃ], [ketʃ]
8.	[dʒ]	education	[,edʊ'keɪʃn]	[,edʒu'keɪʃn]
		technology	[tek'nɑ:ləɡɪ]	[tek'nɒlədʒi], [tek'nɑ:lədʒi]
		apologize	[ʌ'pɒləɡaɪz]	[ə'pɒlədʒaɪz], [ə'pɑ:lədʒaɪz]
		advantage	[ed'væteɪ]	[əd'væntɪdʒ]

		large	[la:rs]	[la:dʒ], [la:rdʒ]
9.	[f]	prophet	[ˈprɒpɪt]	[ˈpra:fɪt], [ˈprɒfɪt]
		enough	[əˈnʌg]	[ɪˈnʌf]
10.	[v]	-	-	-
11.	[θ]	-	-	-
12.	[s]	facing	[ˈfeɪkɪŋ]	[ˈfeɪsɪŋ]
		reduced	[reˈdu:dʒ]	[rɪˈdʒu:s], [rɪˈdu:s]
		actually	[ˈæktʃuəli]	[ˈæktʃuəli]
		concerned	[kɒnˈtʃɜ:(r)nəd]	[kənˈsɜ:(r)nd]
13.	[z]	surprising	[sʊˈpraɪzɪŋ]	[səˈpraɪzɪŋ]
14.	[ʃ]	intentionally	[ɪnˈtɛntənəli] [ɪnˈtɛnsɪənəli]	[ɪnˈtɛnfənəli]
15.	[ʒ]	occasion	[əʊˈkeɪʃn]	[əˈkeɪʒn]
16.	[h]	-	-	-
17.	[m]	-	-	-
18.	[n]	concerned	[kənˈser(ɪ)d]	[kənˈsɜ:rnd], [kənˈsɜ:nd]
		that	[nðæt]	[ðæt]
		hindrance	[ˈhɪ(n)d(r)əns] [ˈhɪ(n)dre(n)s]	[ˈhɪndrəns]
		large	[lɛndʒ]	[la:dʒ], [la:rdʒ]
19.	[ŋ]	-	-	-
20.	[l]	world	[wɜ:r(l)d]	[wɜ:ld], [wɜ:rld]
		platform	[ˈp(l)əfɔ:m]	[ˈplætfɔ:(r)m]
		compete	[kɒmˈpleɪt]	[kəmˈpi:t]
21.	[r]	darkness	[ˈdrɑ:knəs]	[ˈdɑ:knəs]
		surprising	[səˈpraɪzɪŋ]	[səˈpraɪzɪŋ]
		support	[sʊˈprɔ:t]	[səˈpɔ:t], [səˈpɔ:rt]
		Hindrance	[ˈhɪ(n)d(r)əns]	[ˈhɪndrəns]
		Experience	[ɪkˈspɪəriəns]	[ɪkˈspɪəriəns]
		Therefore	[ˈðɛrɪfɔ:(r)]	[ˈðeəfɔ:(r)]
		First	[fɪrɜ:st]	[fɜ:st]
		World	[wɜrɜ:ld]	[wɜ:ld], [wɜ:rld]

22.	[j]	Distribute	['dɪstrɪb(j)u:t]	[dɪ'strɪbjʊ:t], ['dɪstrɪbjʊ:t]
		Population	[ˌpɒp(j)u'leɪʃn],	[ˌpɒpju'leɪʃn], [ˌpɑ:pju'leɪʃn]
23.	[ð]	Thus	[tʌs]	[ðʌs]
24.	[w]	Out	[aʊər]	[aʊt]

Based on the results above, out of 44 phonemes, there are 31 error on phonemes pronounced by ETP students of UMS in academic year 2019/2020. 31 phonemes include 10 pronunciation errors on vowel, 5 pronunciation errors on diphthong, and 16 pronunciation errors on consonant. The phonemes letters that have errors are in the table below.

Table 2. The Phonemes Letters that Have Errors

10 VOWEL ERRORS	[ə], [ɪ], [u:], [e], [i:], [ɜ:], [ɔ:], [ɑ:], [æ], [ʌ]
5 DIPHTONG ERRORS	[eɪ], [aɪ], [əʊ], [ɪə], [aʊ]
16 CONSONANT ERRORS	[t], [d], [k], [tʃ], [dʒ], [f], [s], [z], [ʃ], [ʒ], [n], [l], [r], [j], [ð], [w]

3.2. The causes of pronunciation error.

3.2.1 Students have unwillingness / not interested in English.

Here are some results of my interviews with ETP students show that they have little interest in the English language:

Student 6

R: *Apakah anda menyukai Bahasa Inggris?* (do you like English?)

S: *Ya saya menyukai Bahasa Inggris tetapi saya sulit untuk memahaminya karena saya tidak mau belajar bahasa Inggris hanya mengerti beberapa kata saja.* (yes, I love English, but I'm difficult to understand it because I don't want to learn English. only understand a few words)

Student 7

R: *Apakah anda menyukai Bahasa Inggris?* (do you like English?)

S: *Suka sih, enggak terlalu ya. Tapi ya mungkin ada materi-materi yang mungkin asik untuk dipelajari. mungkin untuk Bahasa Inggris itu sangat penting untuk melamar pekerjaan atau sebagainya. Tapi ya kalau dibilang saya suka, saya tidak suka, tapi harus suka karena penting.* (if it's about like, not really. But yes, maybe

there are materials that might be fun to learn. maybe for English it's very important to apply for a job or something. But yes, if you say I like it, I don't like it, but I have to like it because it's important)

3.2.2 Students don't have self-confident to communicate in English although they knew that English is important for their future.

Here is one of results of my interview with ETP students shows that they don't have self-confident to communicate in English.

R: *Seberapa percaya dirikah anda dalam berbicara Bahasa Inggris didepan orang lain? baik dengan seseorang maupun didepan umum.* (How confident are you in speaking English in front of other people? either with someone or in public)

S: *Sebenarnya kalau ngomong Bahasa Inggris didepan orang banyak agak malu sih mbak. soalnya takut kepikiran misalnya ada yang salah atau gima, tapi kalau di rating dari 1-10, kepercayaan diri saya ada di 5 kayanya.* (actually, speaking English in front of the others people is a bit embarrassed, sis. because I'm afraid to think, for example something is wrong or whatever it is. but if I get a rating of 1-10, my confidence is 5 maybe)

3.2.3 Students depend on their English teacher as authority

Here one of results of my interview with ETP students which shown that they depend on their English teacher as authority

Student 6

R: *Apakah guru Bahasa Inggris anda saat anda menjadi seorang pelajar disekolah aktif dalam mengoreksi pelafalan Bahasa Inggris anda?* (is your English teacher when you were a student at school active in correcting your English pronunciation?)

S: *Jarang sekali guru disekolah mengoreksi pelafalan bahasa Inggris* (It is very rare for teachers in schools to correct English pronunciation)

3.2.4 Lack of supportive environment for the students to practice English speaking.

Here one of results of my interview with ETP students which shown that students have less supportive environment to practice English speaking.

Student 7

R: *Apakah anda memiliki seorang teman yang aktif dan terbuka untuk diajak berbicara dalam Bahasa Inggris?* (Do you have a friend who is active and open to talking to in English?)

S: *Kalau untuk yang sekarang, mungkin belum ada ya. Soalnya juga sama-sama belum paham banget Bahasa Inggris, tapi kalau kedepannya, mungkin nggak tau.* (for now, maybe there's not yet. It caused by we don't really understand about English, but in the future, maybe, I don't know.

3.2.5 Students have limited opportunity to learn English outside the classroom.

Here one of results of my interview with ETP students which shown that Students have limited opportunity to learn English outside the classroom.

Student 2

R: *Apakah anda pernah mendapatkan pelatihan pelafalan Bahasa Inggris? Jika “ya”, dari mana anda mendapatkan pelatihan tersebut?* (Have you ever had English pronunciation training? If “yes”, where did you get the training?)

S: *Kalau pelatihan yang intensif gitu belum pernah mbak. Ya paling diajarin dikit-dikit pas sekolah.* (for intensive training like that, I haven't, Sis. maybe it's taught a little at school.)

3.3. The suggestions for overcoming the problem of pronunciation error.

The researcher gives five suggestions to overcome the problem of ETP students in their speaking skill, especially in pronunciation. The five suggestions are; 1) growing up self interest in English and come up the intention to learn English, 2) Increasing self-confidence to speak English in front of other people, 3) Being active independently in finding out the correct pronunciation in a word, 4) Finding friends or invite friends to communicate in English, 5) Joining English pronunciation training.

In conclusion, from 44 phonemes letters, ETP students made pronunciation error on the 31 phonemes letters. here is the calculation:

$$\boxed{\frac{\sum \text{error phoneme}}{\sum \text{phoneme}} \times 100\%} = \boxed{\frac{31}{44} \times 100\% = 70\%}$$

ETP students made pronunciation errors on phonemes more than 50%. They have 70% pronunciation error on phonemes. So, the researcher was able to conclude that ETP students still had a high error level in English pronunciation.

This research is different from other researches. It can be seen from the object, subject, and focus of the research in analyzing the pronunciation error. Syaputri (2014: 38-45) has observed the English pronunciation error in reading English text aloud made by 15 students of eleventh graders Global Madani School Bandar Lampung. The object of Syahputri's study was pronunciation error in reading English text aloud, while the object of this research was pronunciation error in speech performance. In addition, Riyani and Prayogo (2013) have observed the pronunciation errors of Indonesian Singers in Malang in singing English songs. The subject of their research is Indonesian singer, but this research has ETP students in UMS as a subject of the research. Moreover, this research is focused on phoneme pronunciation, but the other research like Mulyadi, *et.al* (2018: 216-227) have observed the pronunciation error focused on fricative consonants.

The last, this research is also different from other researches because this research is not only found out the error of pronunciation, but also find out the causes of the students made an error and also find out the solution to overcome the problem. Some of previous researches are only found out the pronunciation error, then pronunciation error with the causes of the error without giving the solution to decrease the error.

4 CONCLUSION

Based on the findings and discussion, the researcher can draw some conclusions as follows:

- 4.1 ETP students English pronunciation error is high level. from the 44 phonemes letters, there were 31 error phonemes pronounced by ETP students, which was around 70% pronunciation error in phonemes. The 31 error phonemes consist of 10 pronunciation errors in vowels, they are; [ə], [ɪ], [u:], [e], [i:], [ɜ:], [ɔ:], [ɑ:], [æ], [ʌ]. 5 pronunciation error in diphthongs, they are; [eɪ], [aɪ], [əʊ], [ɪə], [aʊ] and 16 pronunciation error in consonants, they are; [t], [d], [k], [tʃ], [dʒ], [f], [s], [z], [ʃ], [ʒ], [n], [l], [r], [j], [ð], [w].
- 4.2 There were five main causes of ETP student's deficiency in English pronunciation. they are 1) Students have unwillingness / not interested in English, 2) Students don't have self-confident to communicate in English although they knew that English is important for their future, 3) Students depend on their English teacher as authority, 4)

Lack of supportive environment for the students to practice English speaking, 5) Students have limited opportunity to learn English outside the classroom.

4.3 There were five suggestions to overcome the problem of ETP students in their speaking skill, especially in pronunciation. The five solutions are; 1) Growing up self interest in English and come up the intention to learn English, 2) Increasing self-confidence to speak English in front of other people, 3) Being active independently in finding out the correct pronunciation in a word, 4) Finding friends or invite friends to communicate in English, 5) Joining English pronunciation training.

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